



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1725 E Bilby Rd, Tucson, AZ 85706

Sunnyside Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Raul Q Nido
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 Web Address : www.sunnysideud.k12.az.us/
 Phone Number : (520) 545-5300
 Fax Number : (520) 545-5316
 E-mail : rauln@susd12.org

Mission

Our mission is to provide a safe and compassionate environment that guides, directs, and encourages students to acquire the knowledge, skills and attitudes for personal lifelong learning and productive living.

School / Academic Goals

- ü Math: Students will improve their math comprehension skills and demonstrate higher level application and analysis skills across the curriculum.
- ü Writing: Students will demonstrate an increase in writing proficiency across the curriculum using the Six- Trait Rubric.
- ü Reading: Students will demonstrate an increase in reading strategies and literary analysis skills across the curriculum.

Enrollment

October 1, 2005 School Year Student Enrollment : 2182
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 223

Instructional Programs

- ü Honors Classes/Teaming
- ü Honors Academy
- ü SEI Classes
- ü Advanced Placement
- ü Technology Based Learning
- ü Health Careers Academy
- ü Careers Technical Education CTE
- ü SPED

Calendar Information

Number of Instruction Days :	212
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We take pride in our responsibility for student's academic achievement. The staff informs parents of their child's progress through report cards, progress reports, phone calls, conferences, parents night and Good News postcards. English/Spanish.

Parents

Parents provide their children with the health-care immunizations required by law. Parents should ensure that children are at their bus stop at the appointed time, attend school daily and complete homework assignments.

Transportation Policy

According to Board Policy #E280, transportation is provided to special education students who require transportation; 9-12 students living beyond a 1 1/2-mile radius.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Teacher of the Year	2003
ü Arizona Counselor of the Year	2003
ü 4A State Football Champions	2004
ü 4A State Champion Wrestling	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	502	806	71130	92	88	95	685	684	701	31	32	23	16	18	13	49	47	51	3	3	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	234	403	35465	94	92	96	682	683	702	29	29	21	20	21	13	50	49	53	1	2	13
Male	268	403	35648	90	85	94	687	685	701	32	35	24	13	15	12	49	45	50	5	5	14
African American	NC	18	3868	NC	72	95	NC	672	686	NC	50	33	NC	22	17	NC	28	45	NC	NA	6
Hispanic	464	706	25103	92	89	95	684	683	685	31	32	34	17	19	16	49	46	45	3	3	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	16	27	4241	89	77	90	681	682	679	38	30	39	6	15	19	50	52	39	6	4	3
White	10	48	36075	83	87	95	NA	697	715	NA	27	12	NA	6	9	NA	58	58	NA	8	21
Students with Disabilities	63	98	5862	83	72	71	646	649	658	84	80	63	6	8	15	10	11	20	NA	1	2
Students without Disabilities	439	708	65268	93	91	98	690	688	705	23	26	19	18	19	12	55	52	54	4	4	15
Limited English Proficient Students	107	145	4859	99	94	93	664	664	662	62	59	64	14	17	15	24	25	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	355	561	22957	92	88	93	685	684	685	31	32	34	17	17	17	49	47	44	3	3	5
Non-Economically Disadvantaged	147	245	48173	92	89	96	685	683	709	31	31	17	16	19	11	50	46	55	3	4	18

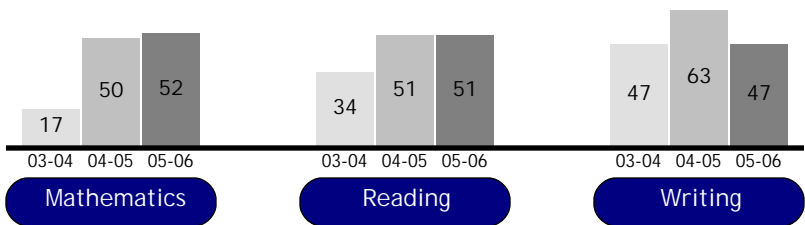
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	479	791	73018	88	87	97	678	679	703	12	11	6	37	37	23	49	50	64	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	225	402	36181	91	92	97	678	680	708	10	9	4	37	38	21	52	52	65	1	1	9
Male	254	389	36816	85	82	96	678	678	699	14	13	7	36	37	24	46	47	62	4	3	7
African American	NC	17	3976	NC	63	96	NC	668	689	NC	12	8	NC	53	29	NC	35	59	NC	NA	3
Hispanic	442	694	25801	88	88	96	676	677	683	13	12	10	38	38	34	47	48	53	2	2	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	14	25	4389	88	78	93	695	686	675	7	12	9	21	32	42	64	52	47	7	4	1
White	11	48	37024	92	87	97	712	706	721	NA	NA	2	9	27	12	91	71	73	NA	2	13
Students with Disabilities	52	103	7170	69	75	85	646	646	654	29	27	23	50	54	47	21	18	29	NA	NA	1
Students without Disabilities	427	688	65848	90	89	98	681	683	708	10	9	4	35	35	20	52	54	67	3	2	9
Limited English Proficient Students	103	149	5099	93	94	95	636	637	641	41	37	29	50	53	59	9	10	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	341	569	23912	87	88	94	677	677	681	13	12	10	37	38	36	47	47	52	3	2	2
Non-Economically Disadvantaged	138	222	49106	88	84	98	681	685	714	9	9	4	37	35	16	53	55	69	1	1	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	486	790	72810	89	87	96	663	667	685	13	12	6	40	39	30	45	46	58	2	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	230	401	36111	93	92	97	667	674	695	13	10	4	36	34	23	50	53	65	2	3	8
Male	256	389	36678	86	82	95	659	660	674	14	13	9	43	45	36	40	40	52	3	2	3
African American	NC	18	3962	NC	67	96	NC	665	675	NC	22	8	NC	22	33	NC	56	55	NC	NA	3
Hispanic	451	695	25735	90	88	96	661	665	669	14	12	10	40	41	41	43	45	48	2	3	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	13	22	4370	81	69	92	679	674	670	8	14	9	23	23	39	69	64	50	NA	NA	2
White	10	48	36915	83	87	97	NA	682	697	NA	4	3	NA	40	21	NA	54	67	NA	2	8
Students with Disabilities	59	112	7071	79	81	84	612	624	634	34	28	24	59	63	53	7	10	21	NA	NA	1
Students without Disabilities	427	678	65739	90	88	98	669	673	689	11	9	4	37	36	27	50	52	62	3	3	6
Limited English Proficient Students	102	144	5046	92	91	94	606	610	621	40	35	31	53	58	56	7	6	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	344	565	23814	88	87	94	661	664	667	14	13	10	41	43	41	43	43	47	2	2	2
Non-Economically Disadvantaged	142	225	48996	90	86	97	667	675	693	12	9	4	35	32	24	50	55	64	3	4	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	79	29	NA	42	85	34	35	51	87	30	32	52
	Language	87	31	29	42	85	35	34	50	87	28	32	50
	Mathematics	84	47	44	63	84	40	38	50	87	41	39	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Shared Decision Making
- Ü Implementing SIP/NCA Model
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Review Instructional Strategies & Design

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	125.00
Other Professional Staff	8.50	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	6	0	0
4 to 6 years	15	1	0	0
7 to 9 years	4	6	1	0
10 or more years	22	32	1	3

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	316
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Learning Resource Center/Career Center
- Ü Auditorium/Athletic Complex/Tech Labs
- Ü English/Language Arts Lab
- Ü Mathematics Lab

Extracurricular Activities

- Ü APEX/DECA/MECHA/CBE/MESA
- Ü Athletic Teams/Drama/Chess
- Ü Marching Band/Jazz Band/Ensemble
- Ü Fine Arts/Mariachi/Folklorico
- Ü National Honors Society
- Ü Academic Decathlon
- Ü Mariachi, Los Diablitos
- Ü CTE/VICA/Blue Devil Dancers

Social Services

- Ü Breakfast and Lunch Program
- Ü Career Counseling Center/Internships
- Ü Counseling Services/Peer Mediation
- Ü Crisis Intervention
- Ü Choices & Decisions
- Ü Why Try Program
- Ü Freshmen Focus
- Ü Sunnyside Parent Encouragement Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Faculty-driven and data-driven school improvement plan. School wide weekly objective aligned with state standards. Lesson plans aligned with state standards.
- ü AIMS Scores improved in Reading, Writing and Math for the 2005-06 school year.
- ü Performing plus school

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	75	89	88	73
Graduation Rate ⁶	80	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sunnyside High School promotes a safe and orderly learning environment by promptly responding to discipline problems and having a continuing partnership with parents, law enforcement personnel, campus monitors, administration and students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

89

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Raul Q. Nido	(520) 545-5300
Transportation Policy	Rick Pederson	(520) 545-2100
Community Resources	Raul Q. Nido	(520) 545-5300
School Nutrition Programs	Kenny Alexander	(928) 545-5100
Parent Organization	Veronica Ahumada	(520) 545-5300
Student Health/Nurse	Shawn Murray	(520) 545-5300

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 2360 Copies = \$688.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.